

Pupil premium strategy statement Buckland Primary School 2020-2021 (part of 3 year plan 2019-2022)

1. Summary information					
School	Buckland Primary School				
Academic Year	2020-21	PP budget (inc £3,700 carry forward)	£157,650	Date of most recent PP Review	Sept 2020
Total number of pupils	403	Number of pupils eligible for PP	110 (inc 6 PLAC)	Date for next internal review of this strategy	Jan 2021
2. Barriers to future attainment for pupils eligible for PP					
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A	Poor oral language skills (vocabulary and grammar) and lack of reading opportunities outside school				
B	Poor comprehension skills for interpreting texts, in part linked to lack of sufficient breadth of vocabulary				
C	Poor understanding of place value and weak mental calculation strategies				
D	Children with SEND and eligible for PP				
E	Social and emotional issues, including a lack of aspiration in some cases				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
F	Poor attendance and punctuality (which in some families links to a lack of aspiration / expectation from home).				
G	Low parental engagement / hard to reach parents				
H	Lack of enrichment opportunities outside school				
3. Desired outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A	The children will develop good oral and written language skills, using appropriate grammatical structures and varied vocabulary. This will be monitored through their responses in lessons and in assessed pieces of writing at the end of each term.			The children's writing will improve and the % of pupils meeting end of year expectations in writing and SPaG will increase, narrowing the gap between them and their peers.	
B	The children will use contextual clues to determine the meanings of unfamiliar words in their reading. They will be able to establish layers of meaning within texts through the techniques of visualisation, questioning, empathising etc. This will be measured through their responses to termly reading comprehensions.			The children's comprehension, inference and deduction skills will improve, leading to an increase in the % of pupils meeting the end of year expectations in reading, so narrowing the gap between them and their peers.	
C	The children will gain a good understanding of place value, which in turn will help them to develop efficient calculation strategies. This will be measured through mental maths quizzes and end of term assessments.			The attainment gap in maths between DP and their peers will diminish.	
D	The progress of DP children with SEND will improve and the attainment gap between them and other DP will diminish. Measured through progress data and pre and post intervention assessments.			The children will be making steady progress against personalised SMART targets, which are regularly reviewed and updated to address the next steps in learning. Parents of these pupils will be involved in supporting their child's progress.	

E	The children will receive support to enable them to overcome social and emotional barriers to their learning, including raising aspirations where necessary.	The children will be able to explain how the support they have received has helped them. They will make expected progress from their starting points.
F	Attendance of DP children to improve.	Persistent absence of DP will decrease.
G	Increased parental engagement leading to better support for school and better outcomes for children. Measured through attendance at parent consultations, responses to questionnaires, uptake of MarvellousMe etc	Increased attendance at parent consultations, more home learning completed on time, home support with reading and spelling. Improved punctuality and attendance.
H	No DP will be excluded from taking part in school trips or extra-curricular activities because of lack of funds. Measured through attendance registers.	All DP attending school trips and taking part in extracurricular activities.

4. Planned expenditure

Academic year	2020-21				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A-D: To close the attainment gap between disadvantaged pupils and their peers.	Quality First Teaching. Every teacher to work regularly with every child in his/her class, regardless of SEND provision.	EEF Teacher's toolkit: Quality First Teaching is most effective at improving performance of pupils in the classroom.	High quality CPD for all staff to maintain high standards of teaching. Dissemination of new ideas/resources from any training courses to all staff. Expectation that all staff will implement ideas from training in their teaching – a unified approach across the school. Planning shows which children CT is working with each day. Regular monitoring through learning walks and lesson observations.	SLT	Termly
	Part time DP Lead to monitor provision and its impact on disadvantaged pupils and to support those who are falling behind (see below) All DP receive targeted support responsive to their needs.	The Pupil Premium report (OFSTED 2013) found that where schools spent the Pupil Premium funding successfully to improve achievement, they ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils.	Data tracking systems to monitor the progress and attainment of disadvantaged pupils. Regular meetings with SENCO to help inform provision maps. Pupil progress meetings and book scrutiny to have a key focus on disadvantaged pupils.	APK	Half-termly
A: To develop good oral and written language skills, using appropriate grammatical structures and varied vocabulary	Whole school focus on teaching vocabulary – word meanings, etymology, spellings, antonyms and synonyms. Word Aware, Wellcomm and NELI project in EYFS/KS1	Many of our children have a poor vocabulary, as evidenced by their lack of understanding of everyday words. This impacts on their ability to access the whole curriculum, not just literacy. A lack of understanding of basic grammar impacts on both spoken and written work.	Regular monitoring through learning walks and lesson observations. Staff CPD End of term writing assessments.	SLT	Termly

	<p>vocab, etc (overseen by CT and SENDCO). Also to provide 1:1 or small group support within class as required, or same-day catch-up sessions to address any difficulties/misconceptions.</p> <p>Fischer Family Trust Wave 3 intervention programme (Y1/2) Early Literacy Support programme (Y1) TRACKS spelling intervention (all year groups) Project X reading intervention programme as required</p> <p>Focused tutoring: qualified teachers to run small booster groups before or after school aimed at:</p> <ul style="list-style-type: none"> ➤ closing gaps and addressing misconceptions ➤ extending and challenging <p>DP Lead to work 1:1 and with small groups of children to provide targeted support (catch-up/ keep up/ stretch & challenge) in phonics, reading, writing, maths and SPaG, as required.</p> <p>Participation in the National Tutoring Programme for Covid catch-up</p> <p>Purchase of 6 i-pads to support interventions</p>	<p>TSC Effective Primary Teaching Practice 2016 outlines that 'Teaching practices that are backed by evidence, such as mastery and catch up interventions, show promising signs of boosting pupil attainment.'</p> <p>Teaching tailored to the specific needs of the child in order to accelerate progress.</p> <p>The Education Endowment Foundation reports that one to one tuition can be very effective in helping learners catch up, especially if it is additional to and explicitly linked with normal lessons</p>	<p>Termly pupil progress meetings with DP Lead, class teachers and SENDCO</p> <p>Pre- and post- intervention assessments, where relevant, and termly pupil tracking.</p> <p>Pre- and post- intervention assessments, where relevant, and half termly pupil tracking</p> <p>Pre- and post- intervention assessments, where relevant, and termly pupil tracking</p> <p>Ongoing assessments and close tracking of pupils. Pupil progress meetings. SLT drop-ins</p>		<p>6-10 weeks (depending on length of programme)</p> <p>Tutoring £12000</p> <p>Half termly</p> <p>£1,800</p>
<p>D: The children will receive support to enable them to overcome social and emotional barriers to their learning, including raising aspirations where necessary</p>	<p>Investment in the Bridge Builders mentoring programme for selected pupils in Y6 with low self-esteem/poor aspirations</p> <p>Young carers' club – to provide support for our young carers and to help raise their aspirations through providing extra-curricular enrichment experiences</p>	<p>Rationale: To provide aspirational experiences for children in Year 6. Opportunities to consider future job ambitions.</p> <p>We have quite a lot of young carers in our school, most of whom are DP. These children have less opportunities and enrichment experiences outside school because of their family circumstances.</p>	<p>Feedback from children, parents and teachers. Use of Bridge Builders monitoring resources will form baseline to assess impact of the input against.</p> <p>Pupil voice</p>	<p>SLT</p>	<p>July 2021</p> <p>£3,000</p> <p>£500</p>

	<p>Employment of a trained ELSA (who is also our HSLW) to provide 1:1 or small group support for children with a variety of social and emotional needs.</p> <p>Pupils are more resilient and have strategies to manage their emotions/ work through problems. Pupils given time to talk in a safe space.</p>	<p>Rationale: Social and/or nurture interventions to support pupils well being</p> <p>Evidence: The Education Endowment Foundation reports that social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (+4 months)</p>	<p>Outcomes will be measured through pre- and post- support questionnaires (pupil voice) and through discussion with parents/carers and teachers.</p>	MC (HSLW)	Termly
<p>E: Overall attendance of DP to improve, with measurable reduction in persistent absence.</p>	<p>School's welfare officer closely monitors attendance and punctuality of all children and works with families and the School Inclusion Officer (SIO) to try to resolve any issues.</p>	<p>Evidence: Taken from 'The link between absence and attainment at KS2 and KS4 2012/13 academic year' which states that, 'In general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2'</p> <p>If children aren't in school they are missing out on their education.</p>	<p>The school's Welfare Officer has a robust system in place to follow up on low attendance/persistent absence and has regular meetings with HT.</p> <p>HT to monitor impact of SIO</p> <p>DP Lead also monitors DP attendance half-termly and liaises closely with the school's Welfare Officer to ensure no pupil has slipped through the net.</p>	EH (SWO)	<p>Half-termly</p> <p>combined staffing costs, including on costs, (HSLW, DP Lead, SWO, AMO, and additional TA hours) £97,500</p>
<p>F: Increased parental engagement leading to better support in school and better outcomes for children.</p>	<p>Employment of a Home School Link Worker (HSLW) to work closely with DP families and to provide parenting classes and family workshops.</p> <p>Regular coffee morning drop-in sessions with SLT – currently on hold (Autumn 2020)</p> <p>Stay and learn sessions – parents working alongside their children in the classroom – currently on hold (Autumn 2020)</p> <p>Termly open afternoons – currently on hold (Autumn 2020)</p> <p>1:1 structured conversations with parents/carers of under-performing children.</p>	<p>The Education Endowment Foundation reports that parental involvement is consistently associated with pupils' success at school and this is particularly the case for disadvantaged families. They state that "two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact."</p>	<p>Pre- and post- support questionnaires where relevant.</p> <p>Monitoring of children's home-learning, attendance and punctuality.</p> <p>Parental feedback.</p> <p>Dedicated time set aside. Notes from meetings. Feedback from parents and children.</p>	<p>MC (HSLW)</p> <p>SLT</p> <p>SLT/CT</p> <p>APK/ JT</p>	<p>£300</p>

	<p>Programme of curriculum-based family learning workshops - currently on hold (Autumn 2020)</p> <p>Marvellous Me app to improve communication with parents or carers and engage them further in their children's learning.</p>	<p>Many parents have expressed a desire to find out more about the way things are taught "these days". Family learning workshops are a practical way of doing this.</p> <p>The Marvellous Me app enables staff to engage parents with their children's learning in real time. Via their phones, parents can receive both messages and photos as well as acknowledgement</p>	<p>Attendance registers Parental feedback</p> <p>Analysis of staff usage. Feedback from parents</p>	<p>APK/ JM</p> <p>All staff</p>	<p>£850</p>
<p>G: Disadvantaged pupils have same access to school trips, residential visits and extra-curricular activities as non-PP children.</p>	<p>Check that DP are accessing school trips, residential visits and extra-curricular activities and offer assistance where there is financial need.</p>	<p>The Education Endowment Foundation report that studies of adventure learning interventions consistently show positive benefits on academic learning. They state that "On average, pupils who participate in adventure learning interventions make approximately four additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence."</p>	<p>Monitoring attendance registers and parental consent forms for extra-curricular activities/, school trips/ and residential visits.</p>	<p>SB/ all CT</p>	<p>Half-termly</p> <p>£5,000</p>
Total budgeted cost					£132,950
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>E: The children will receive support to enable them to overcome social and emotional barriers to their learning</p>	<p>Employment of staff member to run a lunchtime club (KS1) to provide a nurturing environment for children to go to at lunchtime. currently on hold (Autumn 2020)</p> <p>Daily KS2 lunchtime computer club. Daily KS2 Lego club. currently on hold (Autumn 2020)</p>	<p>Pupils need to have a happy and settled lunchtime, where they feel secure and relaxed, in order to be emotionally ready to start their afternoon learning.</p> <p>The lunchtime clubs promote good social and communication skills, encourage collaboration and help the children to develop positive friendships.</p> <p>These lunch-time clubs have proved to be very popular, especially with the boys in KS2, and the number of negative playground incidents has reduced.</p>	<p>Attendance registers Pupil voice Discussions with CT Monitoring playground behaviour incidents</p>	<p>MC</p> <p>BH/JM</p>	
Total budgeted cost					£3,000
Overall total budgeted cost					£143,950
Responsive spend					£13,700